



## Rollings Middle School of the Arts

815 South Main Street  
Summerville, South

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	602 Students	
<b>Principal</b>	Elena Furnari	843-873-3610
<b>Superintendent</b>	Joseph R. Pye	843-873-2901
<b>Board Chair</b>	Bufort "Bo" Blanton	843-873-8454

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Excellent</b>	<b>Good</b>
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Good
2004	Excellent	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

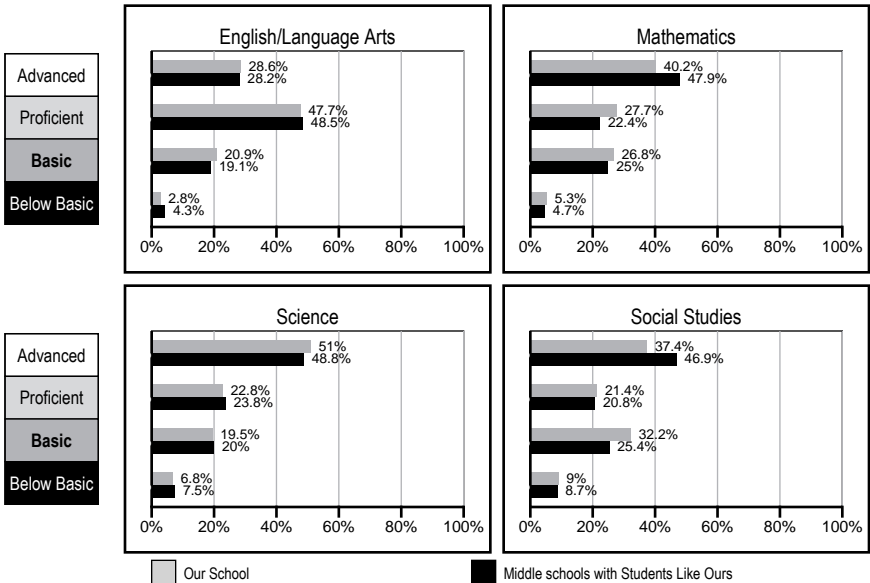
98.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	1	0	0	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

## End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	100.0
English 1	100.0	100.0
Physical Science	0	100.0
All Subjects	100.0	100.0

## School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=602)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	56.0%	Up from 50.7%	35.6%	19.4%
Retention rate	0.8%	Up from 0.7%	0.3%	1.8%
Attendance rate	97.7%	Up from 97.5%	97.1%	95.8%
Eligible for gifted and talented	58.2%	Down from 63.2%	42.9%	15.3%
With disabilities other than speech	4.2%	Up from 2.5%	6.3%	12.9%
Older than usual for grade	0.3%	Down from 0.5%	0.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 2.8%	0.1%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=41)</b>				
Teachers with advanced degrees	56.1%	Up from 51.2%	59.7%	55.0%
Continuing contract teachers	75.6%	Up from 63.4%	78.6%	70.6%
Teachers with emergency or provisional certificates	5.7%	Down from 9.1%	0.0%	5.4%
Teachers returning from previous year	80.4%	Up from 79.1%	85.8%	83.4%
Teacher attendance rate	93.9%	Down from 94.5%	94.8%	94.9%
Average teacher salary	\$47,565	Up 5.4%	\$47,565	\$44,706
Professional development days/teacher	11.7 days	Down from 19.0 days	11.6 days	11.8 days
<b>School</b>				
Principal's years at school	1.0	Down from 3.0	2.0	3.0
Student-teacher ratio in core subjects	24.4 to 1	Up from 16.5 to 1	21.6 to 1	20.1 to 1
Prime instructional time	90.6%	Down from 90.9%	90.6%	89.3%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.4%	Up from 97.5%	100.0%	98.0%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil*	\$6,609	Up 1.6%	\$7,159	\$7,097
Percent of expenditures for instruction*	61.5%	Up from 59.3%	63.7%	64.4%
Percent of expenditures for teacher salaries*	57.0%	Down from 59.3%	59.8%	59.4%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Report of Principal and School Improvement Council

Rollings Middle School of the Arts is a school in which approximately 603 artistically gifted students are served. The faculty and staff consist of 43 certified employees and 20 classified employees. Students spend an equal amount of time each day in core academic courses and a core art course (theatre arts, visual arts, dance, piano, vocal, or strings). Because a high proportion of our students are academically gifted as well, all of the core academic teachers are GATE endorsed or they are in the process of completing the GATE courses. Core academic teachers create innovative lessons in which the various areas of the arts are incorporated. This practice makes learning relevant to our students, and it allows teachers to meet their specific needs.

Our students continue to excel with the help of faculty members who are committed to excellence. RMSA was recognized this year by the Education Oversight Committee for closing the achievement gap among students of differing economic, racial, and ethnic groups. We were also pleased to receive the National Blue Ribbon Lighthouse Award in recognition of our continuous efforts in student achievement. For the second year in a row, one of our teachers was named Dorchester District Two Teacher of the Year. Students continue to win awards as they compete in various academic and artistic competitions. For example, the theatre department participated in a statewide competition for the first time and received 14 awards, our students received a first place award at the state Robotics competition, and we have 15 students recognized as Duke Tip scholars.

We are also extremely proud of technology initiatives being implemented in our school. Due to these initiatives within our school, we now have an instructional technology specialist on site. This person works closely with teachers to train them and support them within the classroom. In addition, the specialist models lessons that utilize technology in classes across the curriculum. The instructional technology specialist also works closely with the administrative team analyzing MAP, PACT, and other data to determine areas of academic strengths and weaknesses.

It is our desire to continue with technology initiatives; however, we face the challenge of limited space in our building. This makes it difficult to add another computer lab. We are hoping to get another mobile lab to help with this issue. Another challenge we face is to have more students scoring Advanced on PACT. With that goal in mind, our teachers will continue to receive curriculum training from the district GATE interventionist concerning the needs of gifted students.

Ms. Elena Furnari, Principal  
 Ms. Joyce Becwar, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	157	120
Percent satisfied with learning environment	100.0%	93.0%	97.4%
Percent satisfied with social and physical environment	100.0%	96.8%	96.6%
Percent satisfied with school-home relations	100.0%	94.3%	89.0%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.1%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.7%	94.0%	Yes

\* Or greater than last year

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	598	100	2.5	22.1	51.2	24.2	83.6	57.8	48.2	Yes	Yes
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**Gender**

Male	243	100	3.7	26.7	50.2	19.3	80.2	50.7	41.7	N/A	N/A
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Female	355	100	1.7	18.9	51.8	27.6	85.9	65.6	55	N/A	N/A
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**Racial/Ethnic Group**

White	483	100	1.4	20.7	52.6	25.3	85.9	65.8	60	Yes	Yes
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African American	83	100	7.2	34.9	44.6	13.3	69.9	41.1	31.7	Yes	Yes
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Asian/Pacific Islander	18	100	5.6	0	61.1	33.3	94.4	72.3	70.4	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	45	38.4	I/S	I/S
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American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	68.7	47	I/S	I/S
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**Disability Status**

Disabled	26	100	11.5	65.4	23.1	0	34.6	21.9	16	I/S	I/S
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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**English Proficiency**

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	30.8	36.9	I/S	I/S
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**Socio-Economic Status**

Subsided meals	44	100	4.5	29.5	47.7	18.2	75	40.7	34	Yes	Yes
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**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	598	100	6.4	30.6	27.9	35.1	74.9	49.8	45.8	Yes	Yes
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**Gender**

Male	243	100	6.2	21	27.6	45.3	81.9	50.5	45.6	N/A	N/A
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Female	355	100	6.5	37.2	28.2	28.2	70.1	49.1	45.9	N/A	N/A
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**Racial/Ethnic Group**

White	483	100	6.2	26.9	28.8	38.1	78.9	59.9	59	Yes	Yes
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African American	83	100	8.4	56.6	21.7	13.3	47	28.3	26.9	Yes	Yes
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Asian/Pacific Islander	18	100	5.6	22.2	16.7	55.6	83.3	67.1	71.3	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	37.4	38.1	I/S	I/S
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American Indian/Alaskan	5	I/S	I/S	I/S	I/S	I/S	I/S	55.2	46.2	I/S	I/S
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**Disability Status**

Disabled	26	100	26.9	42.3	19.2	11.5	42.3	21.7	17.1	I/S	I/S
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	26	38.7	I/S	I/S
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**Socio-Economic Status**

Subsided meals	44	100	11.4	43.2	29.5	15.9	61.4	32	31.4	Yes	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable

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N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
<b>Science</b>											
All Students	400	100	6.8	19.5	22.8	51	73.8	42	35.7	97.7	96.1
<b>Gender</b>											
Male	166	100	6	10.8	19.9	63.3	83.1	45.1	37.4	97.7	95.9
Female	234	100	7.3	25.6	24.8	42.3	67.1	38.7	33.8	97.6	96.3
<b>Racial/Ethnic Group</b>											
White	329	100	5.5	17	22.8	54.7	77.5	52.4	49.2	97.5	96
African American	51	100	13.7	35.3	23.5	27.5	51	20.7	17	98.2	96.2
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	52.7	58	98.7	97
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	27.1	24.9	98.5	96.1
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	51.2	37.4	95.9	95.8
<b>Disability Status</b>											
Disabled	23	100	21.7	43.5	17.4	17.4	34.8	21.6	14	97.4	95
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	93.2
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	18.3	24.4	97.6	96.5
<b>Socio-Economic Status</b>											
Subsidized meals	25	100	16	32	20	32	52	24.5	21.1	97.2	95.3
<b>Social Studies</b>											
All Students	401	100	9	32.2	21.4	37.4	58.9	43.2	34	97.7	96.1
<b>Gender</b>											
Male	161	100	5	24.2	23	47.8	70.8	46.4	36.6	97.7	95.9
Female	240	100	11.7	37.5	20.4	30.4	50.8	39.7	31.3	97.6	96.3
<b>Racial/Ethnic Group</b>											
White	317	100	5.7	33.1	22.7	38.5	61.2	51	44.5	97.5	96
African American	59	100	27.1	32.2	16.9	23.7	40.7	25.8	19.1	98.2	96.2
Asian/Pacific Islander	15	100	0	13.3	13.3	73.3	86.7	61.4	58.9	98.7	97
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	32.8	27.5	98.5	96.1
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	46	32.7	95.9	95.8
<b>Disability Status</b>											
Disabled	17	100	23.5	35.3	5.9	35.3	41.2	20.9	14.4	97.4	95
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	93.2
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	24.4	27.3	97.6	96.5
<b>Socio-Economic Status</b>											
Subsidized meals	32	100	12.5	31.3	21.9	34.4	56.3	26.5	21	97.2	95.3

\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	203	100	3.9	17.7	57.6	20.7	78.3
	7	192	100	2.1	23	56	18.8	74.9
	8	205	100	3.4	28.8	53.7	14.1	67.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	216	100	2.8	16.7	48.6	31.9	80.6
	7	203	100	3	27.1	50.2	19.7	70
	8	179	100	1.7	22.9	55.3	20.1	75.4
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	203	100	5.4	22.7	31.5	40.4	71.9
	7	192	100	3.7	25.7	27.2	43.5	70.7
	8	205	100	5.4	37.1	31.7	25.9	57.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	216	100	8.8	23.1	29.6	38.4	68.1
	7	203	100	3.4	27.1	24.6	44.8	69.5
	8	179	100	6.7	43.6	29.6	20.1	49.7
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	101	100	8.9	27.7	20.8	42.6	63.4
	7	192	100	4.7	18.3	28.8	48.2	77
	8	102	100	4.9	24.5	20.6	50	70.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	108	100	14.8	18.5	21.3	45.4	66.7
	7	203	100	3	22.7	21.2	53.2	74.4
	8	89	100	5.6	13.5	28.1	52.8	80.9
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	102	100	4.9	25.5	26.5	43.1	69.6
	7	192	100	4.2	40.3	14.1	41.4	55.5
	8	103	100	4.9	60.2	21.4	13.6	35
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	108	100	5.6	29.6	25.9	38.9	64.8
	7	203	100	13.8	27.6	13.8	44.8	58.6
	8	90	100	2.2	45.6	33.3	18.9	52.2

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

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